

# Marvelous Motivators Presentation- Summer Conference 2007

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## 1. Dividing into Groups

Each student (or guest) will pick up a dum dum sucker as they walk into class. The dum dum serves two purposes. First, there is a tag on the sucker that says “The only dumdums here are suckers on a stick.” This can be used as a reward or motivational treat for the students to remind them that I believe in their ability to learn. The second purpose is to have the students ready to break into groups later in the class. This can be done with any thing of different colors, Popsicle sticks, pieces of a puzzle, lines of a nursery rhyme, etc.

- I will group them according to color of their sucker.

## 2. Daily Quiz

Objective: Pre-test student’s knowledge of the subject.

Materials: white board, markers

Procedure: There will be a daily quiz question on the board. Sometimes these quizzes are known as bell ringers or self starters. Daily quizzes can be used for any subject. These questions can be used as a pre-test of student’s knowledge, a review of the information presented the day before, or as a way to give the students directions so I can have a minute or two for housekeeping duties (taking attendance, handing back papers, etc.)

- The quiz for today will be a pre-test for me. “What are two reasons you attended this seminar?”

## 3. String Along

Objective: Pre-test student’s knowledge of the subject

Materials: Yarn, scissors

Procedure: Provide a skein of yarn. Pass around the yarn and a pair of scissors, and ask students to cut off the amount that they will need today. Give no information yet as to what the yarn will be used for. Select a topic or question for opening discussion. Ask each student to talk about the topic for as long as it takes to wrap the yarn around his/her finger.

This motivator can be used for any subject. You can ask the students to tell a tidbit of information for every wrap of yarn around his/her finger as a variation. This can also be done with jelly beans, pennies, paper clips, dried beans, etc.

- Students will take their yarn and loop it around their finger. For every loop, they will name a different type of grain product.

## 4. Something from Nothing

Objective: Students will identify ways to be creative when planning activities.

Materials: a plain piece of paper, pencils

Procedure: Introduce the idea of being resourceful preceding a difficult assignment or activity. Have the students work with a partner or group to see how many words they can make using the letters in the word *nothing*. Give a time limit of 2 to 4 minutes, and offer a reward to the winning pair or group. Summarize by reminding students that in order to be resourceful, you must be prepared to think.

This can be used for any subject. It is particularly helpful before a childcare unit. Students must be prepared to think in entirely different ways when dealing with children. Draw parallels to developing games or activities out of what you have on hand to work with (a band from pots, pan lids, and wooden spoons for 3 year olds; painting with chocolate or vanilla pudding instead of finger paints; playing tic tac toe with shoes and the floor tile)

- Have students pair off with the person sitting to their left. The person on the end without a partner will pair up with the person behind them. Give the pairs 2 minutes to come up with as many words as they can from the word *nothing*. Give mini-candy bars to the winning pair.

## 5. Who Can Catch It?

Objective: Students will see how quickly things can pass along.

Materials: red stickers

Procedure: Have 3 red stickers placed under 3 randomly picked seats before the class begins. Have students get up and move around the classroom. In the next 30 seconds, have them shake hands with as many students as possible. Have them sit back in their seats and have the class look under their chairs for the red stickers. Have those students stand up. Have all the students who shook their hands also stand up.

Discussion questions:

1. How many hands did you come in contact with? Were you surprised?
2. What is the importance of abstinence?
3. Why must we be careful about who we are in intimate contact with?

This is useful in an Adult Roles class or a Sex Education unit. It can also be used to discuss attitudes affect others or the ripple affect of consequences in other classes.

- I will have 3 red stickers placed under chairs. Students will stand up and try to shake hands with as many as possible in 30 seconds. We will discuss the questions for STD's.

## 6. Excuses

Objective: Students identify the difference between an excuse and a reason.

Materials: None

Procedure: Have the students take 2 minutes to invent the most original excuse they can for any situation they choose. The most original excuse will be voted on by the class. This can be used for any subject. We all make excuses and can learn how to take responsibility for our actions.

Discussion questions:

1. What is the difference between an excuse and a reason?
  2. What time was wasted by inventing excuses?
  3. What situations do we find ourselves making excuses instead of accomplishing what we set out to do?
- I will give students 2 minutes to create their favorite excuse for not coming to summer conference. The students will vote on the most creative and the winner will get a 100,000 grand candy bar. We will discuss if there is any reason (not excuse) for not coming to conferences.

## 7. Money Management

Objective: Have students prioritize their choices.

Materials: copies of the list of items for each student.

Procedure: Give students a list of 10 different expenses. Have students rate the importance to them from 1 to 10 (1 being the most important). This works for Financial Literacy. You can change the activity for other subjects, having students rate in importance other types of lists. (Behaviors for good parenting, making decisions, types of food to eat, traits to look for in a partner, etc.)

Discussion questions:

1. What was your #1 choice and why?
  2. Do you need to make a change in your budgeting habits?
  3. How could you change your budget to be more effective?
- I will give students the following list. They will number their personal preferences in order of importance to them. We will discuss the importance of budgeting and setting priorities in their personal finances.

	List in order of importance (1 being the most important, and 10 being the least important)
Eating out as restaurants	
Owning a nice car	
Owning your own home	
Having food storage	
Buying new furniture	
Shopping for clothes	
Jewelry	
Vacationing with your family	
Satellite TV or cable TV	
Going to the movies	

## 8. Acrostics

Objective: Review with students about previous information or pre-testing knowledge of the students.

Materials: plain white paper, a pencil

Procedure: Begin a new lesson with a review of what was learned the day before. Use the topic of the previous lesson as an acrostic starter. For example, have the students write the letters N – U – T – R – I – T – I – O – N down the left side of their paper. Have the students work independently or with a partner, to write things they learned or know about the topic, using each letter as the initial letter of the sentence. This works for any subject, depending on the word you choose as the teacher.

- I will have the students break into groups depending on what color of dum dum sucker they got at the beginning of the session. (Reds work together, greens work together, etc.) They will write the letters F – I – N – A – N – C – I – A – L – L – I – T – E – R – A – C – Y down the left side of a piece of paper. They will work as a group to write a sentence about the subject for each letter (beginning the sentence with the beginning letters). They will have 3 minutes to work together and we will discuss a few of them after the time is up.

## 9. Guess It

Objective: Review vocabulary words with the students.

Materials: Signs made up of the vocabulary words and tape.

Procedure: Post on the back of each student a sign with a key vocabulary word, name of a person, job title, or other mystery answer to review content from the previous day's information. Each student takes a turn trying to guess their own mystery word or name. Student is only allowed to ask *yes* or *no* questions. This will work for any class. Any vocabulary word or item can be used.

Presser foot	Chalk Pencil
Sewing machine	Seam Guide
Pinking shears	Pin Cushion
Seam ripper	Zig Zag stitch
Button hole	Back stitch

### Discussion Questions

1. Is it difficult to guess the word?
  2. Would it have been easier if I gave you a group of words to choose from?
  3. Would it have been easier if you were given the definitions to the words before the activity?
  4. Why is it important to know the vocabulary involved in the subject we are studying?
- I will tape 10 different sewing vocabulary words on the backs of 10 volunteers. They can go around and ask questions of any one in the class. The questions must only be answered by *yes* or *no*. They will be given 5 minutes to try to guess. When they have guessed their word, they may sit back down.

## 10. Physical Limitations

Objective: Have students put themselves in a position to identify with something that looks easy but is impossible.

Materials: a quarter and a student volunteer.

Procedure: Have a student volunteer to show how to pick up a quarter off of the floor. Have them stand with their heels of their feet touching the wall and hips against the wall. Place the quarter on the floor 1 foot in front of them and ask them to pick it up with out bending their knees.

Discussion questions:

1. How does this relate to physical disabilities?
2. How would you describe the frustration of not being able to do something that looks or sounds easy?
3. Do we ever assume that something that is easy for us is just as easy for someone else?

This is a good activity for an Adult Roles class or any other class where a demonstration of preconceived limitations would be a good idea. Sometimes what we think of as easy because we have been doing it for many years is difficult to comprehend for a beginner. This works as a good reminder that not every thing is easy.

- I will have a volunteer offer to pick up the quarter off of the floor. I will have them follow the above rules. I will have another volunteer try as well. We will discuss the questions.

## 11. Aesthetically Pleasing Presentation

Objective: To show the importance of how things look or are presented.

Materials: A nice piece of cake or a nicely decorated cupcake, and a few wet wipes for clean up.

Procedure: Offer a student a piece of cake that looks good to eat. Upon acceptance, pick up the cake and smash it between your fingers. Now offer it to the student acting as if everything is perfectly normal. Wait for their response and continue with the questions.

Discussion questions:

1. How did you feel when I smashed the cake?
2. Is the cake still edible?
3. Why don't you want to eat it anymore?
4. Is presentation important to the way things look when you offer them?
5. Is there ever a time when the presentation isn't important?

## 12. Listening Game

**Objective:** Students will focus on the group and participate in a sequential exercise. Students will analyze what skills are necessary to complete the exercise in the shortest amount of time. Students will list why how these skills can be used in their families to promote togetherness.

**Materials:** Game cards, timer.

**Directions:** Hand out the cards to the students until they are all gone. You must use every card. Students can sit in a group in the front of the classroom. They must watch each other and perform the tasks on the cards in order as fast as they can. Try to improve their time every time they play the game. The teacher will start timing as soon as he/she says “Go” and stops timing when “The End” is finished being written on the board.

When the teacher says “Go”, get up and open/shut the door.	When someone crosses their legs, stand up and do hop 3 times on one leg.
When someone opens/shuts the door, lift your arms above your head and wiggle your fingers.	When someone stands up and hops 3 times on one leg, yawn really loud.
When someone lifts their arms above their head and wiggles their fingers cross your legs.	When someone yawns really loud, stand up and turn off the lights.
When someone stands up and turns off the lights, twiddle your thumbs.	When someone twiddles their thumbs, lay down on the floor.
When someone lies down on the floor, draw a star in the air with your hand.	When someone draws a star in the air with their hand, fluff or shake your hair.

When someone fluffs or shakes their hair, stand up and touch your toes.	When someone stands up and touches their toes, wave at someone in the room.
When someone waves at someone in the room, stand up and sing and dance the chorus of the “Hokey Pokey”	When someone stands up and sings/dances the “Hokey Pokey”, give yourself a noggie.
When someone gives themselves a noggie, shout “Boo”	When someone shouts “Boo”, flutter your eyelashes and sigh.
When someone flutters their eyelashes and sighs, jump up and down 4 times.	When someone jumps up and down 4 times, bob your head up and down like you were listening to music.
When someone bobs their head up and down like they were listening to music, stand up and turn on the lights.	When someone stands up and turns on the lights, bite your nails.
When someone bites their nails, stand up and sing “I’m A Little Teapot”	When someone stands up and sings “I’m A Little Teapot”, mumble “I hate this game” quietly.
When someone mumbles “I hate this game” very quietly, shake your head yes 3 times.	When someone shakes their head yes 3 times, suck your thumb.



When someone sucks their thumb, stand up, turn around, and sit down backwards.	When someone stands up, turns around and sits down backwards, tug on both of your ears.
When someone tugs on their ears, raise your arms in the air and shout "Hooray!"	When someone raises their arms in the air and shouts "Hooray!" Trace your name in the air with your foot.
When someone traces their name in the air with their foot, get up and sharpen a pencil.	When someone sharpens a pencil, scratch your head for 3 seconds.
When someone scratches their head for 3 seconds, turn and tell your neighbor "Hello".	When someone turns and tells their neighbor "Hello," stand up and walk around the room 1 time.
When someone stands up and walks around the room 1 times, rub your eyes.	When someone rubs their eyes, shake your head no and giggle.
When someone shakes their head no and giggles, stand up and dance for 5 seconds.	When someone stands up and dances for 5 seconds, get up and write on the board "The End."

## 13. Closing Reflections

Objective: Students will sum up their learning for the day.

Materials: A large sheet of butcher paper and a variety of markers

Procedure: Have a large sheet of paper hanging by the door. As students leave the class, have them write one word that comes to mind about the day's activities: one word only. This gives the students the opportunity to sum up their learning for the day, but also for the teacher to formatively assess the students learning. If the words show a lack of understanding or confusion, the teacher can re-assess their lesson plans for the next day.